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AUTHOR	Anderson, Karen; Tutton, Joyce
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ABSTRACT

Focusing on self awareness (self appraisal, goal setting and the social self), this unit entitled "Best Foot Forward" is one of four grade 4 units which are part of a total set of twenty-seven career development curriculum units for grades K-6. This unit is organized into four sections. Section 1 identifies two career development-centered curriculum (CDCC) elements (e.g., decision-making skill development and utilization), four career development themes (e.g., set personally relevant goals as part of decision-making), four unit goals (e.g., set personally relevant goals), and seven performance objectives (e.g., set a personally relevant goal for yourself). Also included in Section I are evaluation procedures (evaluation tabulation forms) for the unit. Section II describes teaching strategies for five unit subtopics (capsules) and includes suggested resources for teaching each one. Capsule topics include understanding your own behavior, understanding social forces, and analyzing and relating behavior. Section III contains one reference sheet, and section IV contains five student activity sheets. (CT)

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ED169265

Suggested for
Grade 4

BEST FOOT FORWARD

one in a series
of

CAREER DEVELOPMENT CURRICULUM UNITS

for the
Elementary Classroom

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CDCC Project
ESEA Title III
Coloma Community Schools
P.O. Box 218
Coloma, Michigan 49038

CE 020 092

BEST FOOT FORWARD

Grade 4

(First Edition)

one in a series
of

CAREER DEVELOPMENT CURRICULUM UNITS

for the

ELEMENTARY CLASSROOM

Developed by:
Karen Anderson, Elementary Counselor
Joyce Tutton, Elementary Project Coordinator

Edited by:
Charlotte Groff

CAREER DEVELOPMENT CENTERED CURRICULUM PROJECT

ESEA TITLE III

Gerald Geik, Project Director

William Barrett, Superintendent

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FOREWORD

The series "Career Development Curriculum Units for the Elementary Classroom" represents the outcome of three and one-half years of effort on the part of many individuals within Coloma Community Schools. The work was completed under an ESEA Title III project entitled "Career Development Centered Curriculum" (CDCC) in cooperation with the Michigan Department of Education. The series constitutes a response to the ever-increasing need to augment and enhance each students' career development process.

The series of twenty-seven curriculum units consists of a logical, sequenced arrangement of learning activities based on development tasks and content consistent with accepted career development theory and practice.

The approach is one of integrating career awareness with existing subject matter as well as building into the curriculum a sound approach to self-awareness. Learning activities are linked to performance objectives for which there are evaluation techniques; making it possible to assess impact on learners.

Gerald Geik
Project Director

ELEMENTARY CAREER DEVELOPMENT:
THE UNIT APPROACH

An Elementary Career Development Curriculum Unit is a group of interdisciplinary learning experiences for which there are expected outcomes identified in the form of performance objective. Because they are interdisciplinary, they include learning and practice in math, communication arts, science and social studies as vehicles for conveying the career development aspects of an individual's growth. Learning activities are built around either self-awareness or occupational cluster topics.

Developed by teachers or counselors, they are based on CDCC themes and elements, aligned with career developmental tasks.

They include a variety of teaching strategies in the form of role-playing, discussions, work sheets, field trips, use of role models, use of A.V. materials, etc. They include evaluation strategies, (both observational and paper and pencil), based on unit performance objectives. Time of implementation for each unit is approximately two instruction hours per day for a period of two to three weeks. One unit is taught during each nine-week grading period at each grade level.

A single unit is a small part of a total sequence of learning experiences that all together contribute to the individual's career development process.

UNIT TITLES IN THE SERIES
"CAREER DEVELOPMENT CURRICULUM UNITS FOR THE ELEMENTARY CLASSROOM"

	UNIT TITLE	FOCUS
K	ME	Self Awareness: Physical Self
	INSIDE ME	Self Awareness: Emotional Self
	SCHOOL WORKERS	Occupational Clusters: Public Service, Clerical
	COMMUNITY HELPERS	Occupational Clusters: Public Service, Natural Resources, Health
1	FRIENDSHIP	Self Awareness: Social Self
	A FEW OF OUR FAVORITE THINGS	Occupational Clusters: Arts, Technology, Research, Personal & Product Services
	TELEPHONE WORKERS	Occupational Clusters: Transportation, & Communication
	THE FOOD STORE	Occupation Clusters: Business & Sales

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	UNIT TITLE	FOCUS
2	MY ENVIRONMENT	Self Awareness: Environmental & Physical Self
	BAKING INDUSTRY	Occupational Clusters: Natural Resources, Manufacturing
	FIREFIGHTERS	Occupational Cluster: Public Service
	PET INDUSTRY	Occupational Clusters: Public Service, Personal & Product Services
3	DAIRY INDUSTRY	Occupational Clusters: Health, Manufacturing
	RESPONDING BEHAVIOR	Self Awareness: Emotional & Social Self
	RESTAURANT INDUSTRY	Occupational Clusters: Health, Hospitality and Recreation
	AIRLINE WORKERS	Occupational Clusters: Health, Hospitality, Recreation Clerical, Technology & Research
4	FORESTRY	Occupational Cluster: Natural Resources
	BEST FOOT FORWARD	Self Awareness: Self Appraisal, Goal Setting and Social Self
	POSTAL WORKERS	Occupational Cluster: Public Service
	POLICE WORKERS	Occupational Clusters: Clerical, Public Service
5	OUR GROUP AND ME	Self Awareness: Group Roles & Social Self
	MANUFACTURING	Occupational Clusters: Clerical, Business, Sales & Trades, Manufacturing
	HOSPITAL WORKERS	Occupational Clusters: Technology & Research, Clerical, Personal & Product Service & Health
	MY FEELINGS ARE ME	Self Awareness: Emotional Self
6	GOING ABROAD, ANYONE?	Occupational Clusters: Transportation & Communication, Hospitality & Recreation
	ME, MYSELF AND I	Self Awareness: Physical, Emotional, Social & Intellectual Self
	T.V. INDUSTRY	Occupational Clusters: Business, Sales & Trades, Arts and Entertainment, Transportation & Communication, Technology and Research

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THE CDCC PROGRAM (K-6)

One dimension of human growth and development is the career development process. In this process each person progresses through a sequence of developmental tasks that make it possible for that person to become a self-fulfilled individual. This is a life-long process involving experiences and decisions that sequentially build on each other. When taken cumulatively, they contribute to the formulation of a realistic self-concept that can be expressed through one's occupational, leisure, family, and civic life-roles.

The career development process can be augmented by building career development curriculum units into the already existing curriculum. In developing the units, three things were considered: 1) career development themes, 2) career development tasks through which individuals normally progress, and 3) subject matter in the already existing curricula. All three of these were brought into focus when generating component goals and objectives and developing learning activities.

The curriculum units altogether constitute the sequential placement of career development activities into the existing K-6 curriculum. Career Development Themes define the *scope* and Career Development Tasks define the *sequence* of the CDCC program. To signify the relationship of the elementary program to the total, elements, themes, developmental tasks and occupational clustering system are presented.

CDCC PROJECT ELEMENTS AND THEMES

CDCC ELEMENT I -- Life-Role Understanding (occupational, avocational, family, civic)

- Theme 1.1 The student will understand life-role activity as self-enhancing. (psychological, economic, life-style implications)
- Theme 1.2 The student will understand life-role activity as societal-contributing. (economic, societal-need implications)
- Theme 1.3 The student will understand the relationship of education to life roles.
- Theme 1.4 The student will understand the desirable attributes of individuals in life roles.
- Theme 1.5 The student will understand the characteristics of life-roles and their functions.
- Theme 1.6 The student will understand the relationship of life-role changeableness to individual cope-ability.

CDCC ELEMENT II -- Decision-Making Skill Development and Utilization

- Theme 2.1 The student will set personally relevant goals as part of decision-making.
- Theme 2.2 The student will identify and use information about self and life roles as part of decision-making.
- Theme 2.3 The student will understand decision-making as identifying alternatives, selecting the alternative most consistent with goals, and taking steps to implement a course of action.

CDCC ELEMENT III -- Realistic Self Concept Formulation

- Theme 3.1 The student will understand his or her own uniqueness as a result of personal learning, growth, and maturation.
- Theme 3.2 The student will understand the relationship of social and education forces to his or her individual development.
- Theme 3.3 The student will understand the relationship of self-knowledge to a value system unique to him or her.
- Theme 3.4 The student will understand the relationship of his or her interests, aptitudes and achievements to career goal realization.

CAREER DEVELOPMENT TASKS*
FOR
LIFE-ROLE UNDERSTANDING, C.D.C.C. ELEMENT I

K-3	4-6	7-9	10-12
Occupational values and attitudes are formed and are used as a basis for judgment. Children establish relationships between experience and action, manipulate language and symbols primarily by imitating models and accommodating their behavior to the behavior observed in others with whom they identify, i.e., people in various life-roles. (Focus is generally on home, school and neighborhood.) Children are acquiring respect for particular people and their life-roles, especially for the work they do. (Adults must foster positive attitudes toward all kinds of life-roles.) Children can distinguish between occupations primarily on the basis of tool and uniform clues. They develop interpersonal skills that permit them to gain acceptance by peers in parallel play and sharing.	Children continue to face the same kinds of tasks but with more complexity. They enter the phase of conceptual learning. They develop the ability to conceive the function of life-roles. They generalize (abstract) their respect for specific people and their life-roles to an appreciation of all people everywhere. As they learn the value of mankind, they learn to value themselves. They increase their knowledge of life-roles by expanding experiences beyond home, school and neighborhood. As they begin to understand the concept of work and value it as an institution, they develop self-direction--this helps build a positive self-concept. They are refining interpersonal skills to build confidence in their ability to successfully interact with peers in more complex types of group activities.	Youth develop the capacity to operate on hypothetical propositions--they have learned to think more logically and abstractly. They are better able to cope with cultural and environmental demands. They can make internal interpretations of environmental transactions and generalize these to other situations. Concepts which have been learned previously are used to build further concepts. As they learn about life-roles and life-role settings, they determine the subtle factors involved in life-role satisfaction and rewards--looking for what they personally find necessary, important and valuable. (They should acquire knowledge about life-roles and curricula to help them think realistically about their futures.)	Youth expand and refine tasks of earlier levels. They determine to a large extent, the course of their own futures. The individual must define the level of his or her educational aspiration and arrange training accordingly. Concepts which the individual holds about self and life-roles become internalized to the point where they form the basis for particular generalizations concerning his or her career life identity. The individual must acquire skills, responsibility, and confidence in life-roles through actual experiences. Through these experiences, individuals test their self concept.

*After Ginzberg (1951), Havighurst (1964), Super (1969), and Tennyson (1970).

CAREER DEVELOPMENTAL TASKS*
FOR
DECISION-MAKING SKILL DEVELOPMENT, C.D.C.C. ELEMENT II

K-3	4-6	7-9	10-12
Fantasy period: Children make unrealistic choices based on dreams and wishes. The individual does not wonder whether he or she has the appropriate abilities to do what he or she wants to do. (Teachers and parents should readily accept unrealistic statements.)	Late fantasy period, early tentative period. (During early tentative period, children should be helped to see that there are still a number of years before career plans must be set.)	Tentative period: The individual begins to recognize the problem of career choice; decisions are tentative but more realistic. The individual is continuously obtaining new information and experience, revising previous choices and making new choices. (Gradually the youngster should be helped to explore the difference between fantasy and reality in making decisions.) The individual begins to formulate a career hypothesis (tentative) --a narrowing process of identifying interests, values, capacities, and opportunities. Making successful decisions strengthens the individual's self-concept.	Late tentative period, realistic period: The individual's considerations become much more practical as well as important. The decision-making process must become personalized. Because the environment is constantly changing, a major real-life problem is how to plan for change--a realistic decision-making process for the individual requiring commitment with tentativeness. As the individual expresses his or her self-concept through complex real-life decisions, he or she becomes able to utilize personal attributes to influence the nature of future choices rather than merely to adapt to external pressures. Learning to make decisions and accept responsibility for them helps the individual develop responsible independence and individuality. The individual's career hypothesis is reformed to make adjustments for changing interests, abilities, values, and increased knowledge of life-roles.

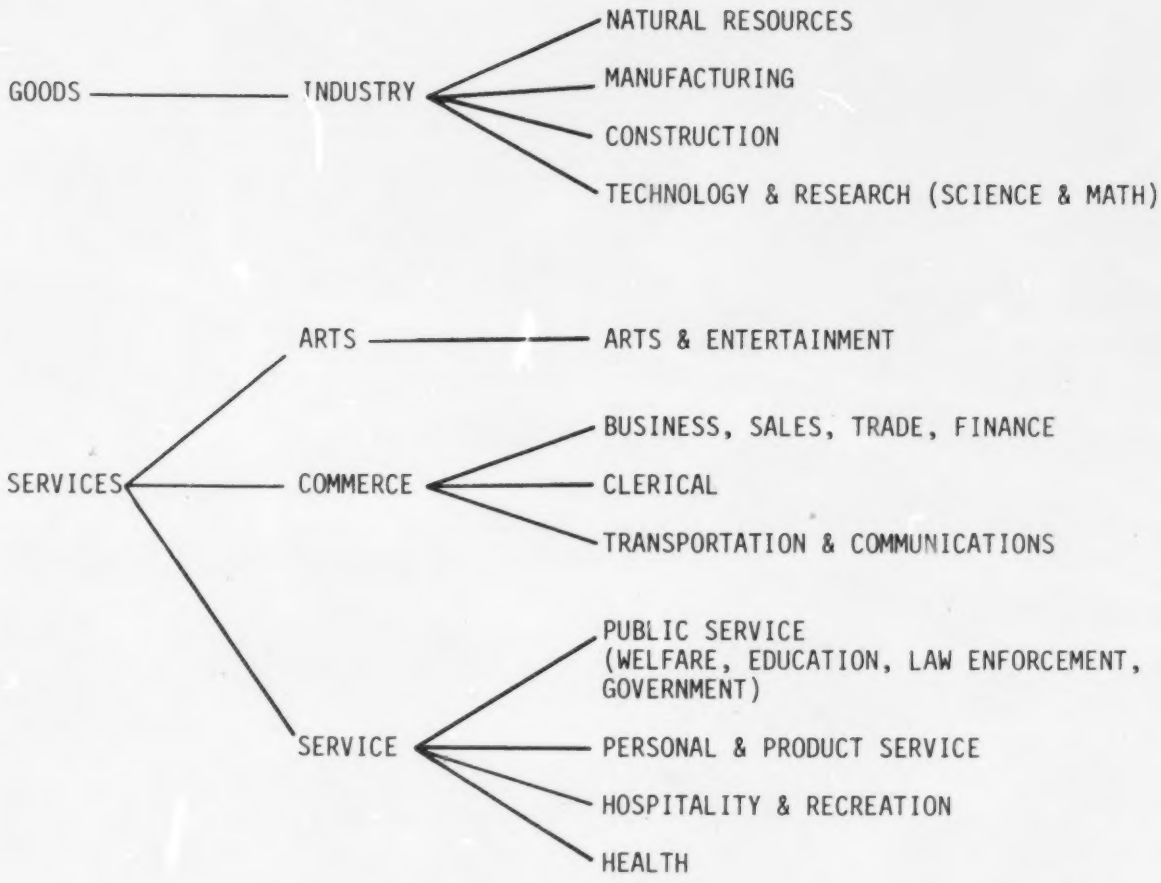
*After Ginzberg (1951), Havighurst (1964), Super (1969), and Tennyson (1970).

CAREER DEVELOPMENT TASKS*
FOR
REALISTIC SELF CONCEPT FORMULATION, C.D.C.C. ELEMENT III

K-3	4-6	7-9	10-12
Children become aware of themselves and their ervironment and differentiate between them. They are acquiring a sense of some control over their own course of events--a sense of agency. (The child must have successes to build self-confidence thus building tolerance for others). Children begin developing interpersonal skills that permit them to be socially acceptable to their peers. The child realizes that people are not objects and recognizes their humanness. (They need an atmosphere where mistakes are expected and each is respected as an individual.)	The individual is concerned about what he or she can do. The individual should be developing a positive self-concept. Each child develops his or her interest and ability to accomplish tasks. (Children need opportunities to work and reinforcement for it.) Individuals should be building social self confidence in themselves to relate successfully to others. (They need a continued atmosphere of mistakes being expected and tolerated and each is accepted and respected as an individual.)	The individual undergoes great changes physically, intellectually and socially. Each explores his or her self attributes while clarifying the self-concept--each individual reinterprets the self-concept developed earlier in terms of the 'new self'. Each individual must come to accept himself or herself as an entirely different person outwardly, and to some extent inwardly. The single most important task for the individual during this state is to achieve a sense of personal identity.	The individual is engaged in reality testing of the self-concept--each is checking his or her perceptions of abilities, aptitude and other personal resources against external reality. The individual is becoming aware of a preferred life style as related to self-concept.

*After Ginzberg (1951), Havighurst (1964), Super (1969), and Tennyson (1970).

C.D.C.C. OCCUPATIONAL CLUSTERING SYSTEM



USING THE UNIT

SECTION I	Identifies CDCC Elements, Themes, Unit Goals and Performance Objectives to be affected by teaching the unit to a group of learners; includes evaluation design and/or test items for determining impact on learners.
SECTION II	Describes teaching strategies by unit subtopics (capsules) and includes suggested resources for teaching each capsule.
SECTION III	Contains reference information for teachers from which a background can be built to effectively conduct the learning activities.
SECTION IV	Contains activity sheets for student's use.

"Best Foot Forward"
Grade 4

Unit Rationale

This self-awareness unit has been designed to help fourth grade students to look at their strengths and to learn the process of evaluating their own behavior - setting a personally relevant goal for themselves, considering alternative courses of action to meet their goal, implementing their chosen course of action and evaluating the outcome.

Teacher Information

This unit consists of five (5) capsules that may be covered in a two (2) week period or approximately ten to fifteen (10-15) hours.

It is important to remember that this unit has been designed to help students learn the process of setting and achieving goals for themselves and not primarily to change the students' behaviors.

This process is one that is worth repeating many times throughout the school year.

It is very important to remember that helping students understand that they can control their own behaviors should be stressed from a positive rather than a negative point of view.

Teacher Preparation

1. Study the unit carefully.
2. Make copies of the necessary evaluation and activity sheets.
3. Refer to the Resources and Materials' Columns. Obtain the necessary materials and/or equipment.

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"Best Foot Forward"
Grade 4

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ELEMENTS, THEMES, GOALS, AND PERFORMANCE OBJECTIVES
"Best Foot Forward"
Grade 4

Element #II - Decision-Making Skill Development and Utilization

Theme 2.1 - The student will set personally relevant goals as part of decision-making.

Unit Goal - The student will set personally relevant goals.

Unit P.O. #1 - The student will set a personally relevant goal for himself/herself.
(Evaluation Tabulation Form B Column II
Activity Sheet #4 Section A)

Theme 2.2 - The student will identify and use information about self and life-roles as part of decision-making.

Unit Goal - The student will identify and use information about self and life-roles as part of decision-making.

Unit P.O. #2 - The student will identify at least two (2) of his/her behaviors which he/she feels are the most positive.
(Evaluation Tabulation Form B Column I
Activity Sheet #1 Section A)

Unit P.O. #3 - The student will identify at least two (2) of his/her behaviors that he/she feels he/she would like to improve or change.
(Evaluation Tabulation Form B Column I
Activity Sheet #1 Section B)

Unit P.O. #4 - The student will identify why he/she would like to improve the behaviors he/she has identified.
(Evaluation Tabulation Form B Column II
Activity Sheet #4 Section B)

Unit P.O. #5 - After the student has implemented a personal course of action, he/she will evaluate the outcome.
(Evaluation Tabulation Form B Column II
Activity Sheet #4 Section E)

Theme 2.3 - The student will understand decision-making as identifying alternatives, selecting the alternative most consistent with goals, and taking steps to implement a course of action.

ELEMENTS, THEMES, GOALS, AND PERFORMANCE OBJECTIVES
"Best Foot Forward"
(Continued)

Unit Goal - The student will understand decision-making as identifying alternatives, selecting the alternative most consistent with his/her goals, and taking steps to implement a course of action.

Unit P.O. #6 - After setting a personal goal for himself/herself, the student will identify two (2) possible alternative courses of action that will help him/her attain his/her goal. (Evaluation Tabulation Form B Column II Activity Sheet #4 Section C)

Element #III - Realistic Self Concept Formulation

Theme 3.2 - The student will understand the relationship of social and educational forces to his/her individual development.

Unit Goal - The student will understand the relationship of the social forces to his/her individual development.

Unit P.O. #7 - After the class has identified positive and negative behaviors they like to see in other people, the student will analyze this information and relate it to his/her own behavior.
(Evaluation Tabulation Form B Column I Activity Sheet #1 Section C and D)

Evaluation Procedure
"Best Foot Forward"
Grade 4

1. Review the Elements, Themes, Goals, and Performance Objectives before beginning the unit.

2. Make copies of the necessary activity and evaluation sheets for this unit. Observe that this unit has no pre and post tests.

   a. Refer to Evaluation Tabulation Form B and to the goals and objectives.

   b. Note that each column on Evaluation Tabulation Form B refers to a specific performance objective and to a corresponding activity sheet.

   c. Observe that in the capsules are references to each activity sheet.

   d. Place a check (✓) after their names as the students complete an activity sheet or a specific section of Activity Sheets #1 and #4.

3. Remember that this unit has been designed to help students learn the process of setting and achieving goals for themselves; it has not been primarily designed to change their behaviors.

4. Encourage the students to set realistic goals, and give them lots of positive feedback.

5. Do the following at the conclusion of this unit:

   a. Total the columns at the bottom of Evaluation Tabulation Form B.

   b. Transfer this information to Evaluation Tabulation Form A.

   c. File the completed Evaluation Tabulation Forms A and B in the building office.

Evaluation Tabulation Form A

Unit Name "Best Foot Forward" Teacher _____

Building _____ Grade 4th

Performance Objective	*Activity Sheet #	Test Items	Accepted Level of Performance	# of Students Taking Test	# of Students Reaching Accepted Level	OPTIONAL % of Students Reaching Accepted Level
2 Pre - None						
2 Post- Identify two (2) positive behaviors.	1 - Sec. A	Open	2			
3 Pre - None						
3 Post- Identify two (2) negative behaviors.	1 - Sec. B	Open	2			
7 Pre - None						
7 Post- Analyze information and relate to own behavior.	1 - Sec. C and D	1	1			
1 Pre - None						
1 Post- Set a goal.	4 - Sec. A	1	1			
4 Pre - None						
4 Post- Identify why he/she wants to change.	4 - Sec. B	1	1			
6 Pre - None						
6 Post- Identify courses of action.	4 - Sec. C	2	2			
5 Pre - None						
5 Post- Evaluate the outcome.	4 - Sec. E	1	1			

*Administer the tests in the sequence listed above. Date Returned to Principal _____

Evaluation Tabulation Form B

Unit Name Best Foot Forward Teacher _____

Building _____ Grade 4th

1. Place a check (✓) after the students' names as they complete each activity satisfactorily. (See Activity Sheets #1 and #4)
2. Total the columns at the bottom.
3. Transfer these totals to Evaluation Tabulation Form A.

Column	I			II			
Activity Sheet #	1 - Sec. A	1 - Sec. B	1 - Sec. C & D	4 - Sec. A	4 - Sec. B	4 - Sec. C	4 - Sec. E
Performance Objective #	#2	#3	#7	#1	#4	#6	#5
Names	Identified Two (2) Positive Behaviors	Identified Two (2) Behaviors Would Like To Change	Analyzed and Related	Set a goal	Told Why	Identified Alternative Courses	Evaluated
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							
11.							
12.							
13.							
14.							

Evaluation Tabulation Form B
(Continued)
Best Foot Forward

Column	I			II			
Activity Sheet #	1 - Sec. A	1 - Sec. B	1 - Sec. C & D	4 - Sec. A	4 - Sec. B	4 - Sec. C	4 - Sec. E
Performance Objective #	#2 Identified Two (2) Positive Behaviors	#3 Identified Two (2) Behaviors Would Like To Change	#7 Analyzed and Related	#1 Set a goal	#4 Told Why	#6 Identified Alternative Courses	#5 Evaluated
15.							
16.							
17.							
18.							
19.							
20.							
21.							
22.							
23.							
24.							
25.							
26.							
27.							
28.							
29.							
30.							
TOTALS							

Capsule #1
Understanding Your Own Behavior

I. Introduce this unit with the following discussion:

A. Explain that all people exhibit some behaviors of which they can be very proud. Ask the students to think about those behaviors.

B. Say that all people exhibit behaviors of which they are not always proud.

C. Explain that over the next few days they are going to try to improve the behaviors with which they are not totally satisfied.

II. Give the students Activity Sheet #1.

A. Ask the students to list their behaviors about which they feel good in Column A.

B. Ask the students to list their behaviors that they wish to improve or change in Column B.

C. Be very careful not to embarrass any of the students or to make any value judgments concerning their responses.

D. Place a check (✓) after their names on Evaluation Tabulation Form B, Column I, P.O. #2 and #3 if the students completed Activity Sheet #1 Sections A and B.

Resources & Materials	Notes
II. Activity Sheet #1	
D. Evaluation Tabulation Form B	

Capsule #2
Understanding Social Forces

I. Have the students role-play positive and negative behavioral situations.

A. Give the students role-playing situations. (See Reference Sheet #1) Let the students observe these situations, and tell them that they should be analyzing these situations with reference to their own behaviors.

B. Have the students role-play each situation, and allow them to discuss their reactions. Do not allow the students to verbally identify other students with the behavior role-played and/or discussed.

C. Stress the point that others react to a person by the behaviors which that person exhibits.

II. Explain to the students that sometimes they are not aware that some behaviors they exhibit are well liked or disliked by other members of the class. Make two (2) columns on the board or on a large sheet of paper titled, "Likes" and "Dislikes".

A. Ask the students to describe behaviors they like in others. Write their responses under "Likes".

B. Ask the students to describe the behaviors they do not like in others. Write their responses under "Dislikes".

C. Ask the students to think about their own behaviors listed on Activity Sheet #1 in relation to the responses of the students in the room.

D. Have a student copy the list onto a large sheet of paper, or do not allow the board to be erased.

Resources & Materials	Notes
I.	
A. Reference Sheet #1	
C. Activity Sheet #1	

Capsule #2
Analyzing and Relating Behavior

I. Refer to the list of behaviors initiated previously by the students. Have the students refer again to Activity Sheet #1.

   A. Allow the students time to think about the behaviors listed in relation to their own behavior.

   B. Ask the students to add in Section C and D of Activity Sheet #1 any behavior, not previously identified, that they feel describes them.

   C. Place a check (✓) after their names on Evaluation Tabulation Form B Column I, Activity Sheet #1 Section C and D P.O. #7, after they successfully complete this activity.

II. Give the students Activity Sheet #2. Note that this sheet contains a list of behaviors. Have the students check the column which best describes their behaviors. Have them complete the chart and answer the questions at the bottom of Activiy Sheet #2.

III. Divide the students into groups of five to seven (5-7). Have each group sit in a circle. Let the student who is "it" name an animal he/she would choose to describe himself/herself and explain why. (Let the students also use fruits, comic strips, TV characters, colors, songs, etc.)

IV. Have the students refer again to Activity Sheet #1. Ask them to add anymore information they may have learned about themselves.

V. Choose from these optional related activities if the students need more experience.

   A. Have the students bring small stones or rocks to school. Make a collection of the various kinds and shapes. Ask the students to find a rock that reminds them of themselves and explain their choice to a small group or to one other student. (Have them use an apple with these two additional thoughts: "the area where I shine" and "the area in my life that needs a little polishing.")

   B. Use a wire or a pipe cleaner and ask the students to bend it into a sculpture that describes either their lives' ups and downs or their lives at this moment. Have them share their sculpture with the others when they are in a small group.

Resources & Materials	Notes
I. Activity Sheet #1	
B. Activity Sheet #1	
II. Activity Sheet #2	
IV. Activity Sheet #1	
A. Rocks	
B. Wire, apples	

Capsule #4
Setting A Goal And The Process Of Attaining It

I. Explain to the students that they can change their own behaviors. Tell them that it is easier to try and change only one behavior at a time. Explain that to do this they will need to set a goal for themselves.

II. Help the students to understand that at times attaining a goal requires several strategies.

A. Set up an obstacle course in the classroom or on the playground. Have a few obstacles which require some ingenuity to get around. (Let one be so interesting that it can distract some of the students.)

B. Let the students run the course and discuss the similarities between attaining a goal and running an obstacle course.

III. Give the students Activity Sheet #3.

A. Read each goal, and have the students check the sentence which best describes how they would try to reach that goal.

B. Let the students complete the above activity, and have them think of a goal they would like to reach when they work or play with others. Ask them to write it in Section B of Activity Sheet #3.

C. Ask the students to identify ways they would go about attaining the goal in Section C of Activity Sheet #3.

IV. Give the students Activity Sheet #4.

A. Explain to the students that during the next few days each of them, including the teacher, will be going through a process of setting a goal and trying to reach it.

B. Have the students look once again at the behaviors they checked (✓) in Columns B and D on Activity Sheet #1. Determine if this is a behavior that can realistically be improved in one week. Have the students write a goal pertaining to the behavior they want to improve on Section A of Activity Sheet #4.

C. Try to help the students to set realistic goals, but be very careful not to critize their choices. (Note that the primary objective is to acquaint the students with the goal setting process. Observe that it is not as important to help the students to reach a goal as it is to help them understand the process.)

Resources & Materials	Notes
III. Activity Sheet #3	
IV. Activity Sheet #4	

D. Have the students set personally relevant goals for themselves. Place a check (✓) after their names on Evaluation Tabulation Form B, Column II - Activity Sheet #4 Section A, P.O. #1.

E. Ask the students to identify why they need to improve their chosen behavior.

F. Ask them to record their reasons in Section B of Activity Sheet #4.

G. Place a check (✓) after the students' names on Evaluation Tabulation Form B, Column II - Activity Sheet #4 Section B, P.O. #4 when they complete the activity.

V. Have the students refer to Section C of Activity Sheet #4.

A. Ask them to list at least two (2) ways they might be able to attain their goal.

B. Have them map out two (2) strategies, and have them put a check (✓) by the one they will try first.

C. Let them identify at least two (2) alternative courses of action that will help them attain their goals. Place a check (✓) after their names on Evaluation Tabulation Form B, Column II - Activity Sheet #4 Section C, P.O. #6.

VI. Have them try their courses of action for one week. Have the students log their daily experiences by relating what strategies they used and what obstacles and/or successes they met.

VII. Choose from these <u>optional</u> related activities if the students need more experiences.

A. Let the students who would like suggestions from others as to ways they can best improve their behaviors, use the following activity:

Resources & Materials	Notes
D. Evaluation Tabulation Form B	
F. Activity Sheet #4	
V. Activity Sheet #3	
C. Evaluation Tabulation Form B	
B. Evaluation Tabulation Form B	

1. Have one student tell the class, "I have a goal I want to reach." Let him/her tell the class what it is and how he/she intends to get there.

   a. Have the student then ask, "Can anyone get there faster?"

   b. Let other students suggest ways they think would work better.

   c. Let the student have various suggestions so that he/she can choose the one which he/she feels is best. Let the one whose suggestion is chosen as best be the next one to be "it". (Let the class vote on the best suggestion.)

2. Read some of the goals, but do not identify who wrote them. Let other students make suggestions on how to reach these goals.

B. Let the students set a goal that they want to accomplish as a class.

Resources & Materials	Notes

Capsule #5
Evaluating the Outcome

I. Do the following activities after the students have tried their first plan:

A. Explain to the students that since they have reached the end zone, it is time for them to do some evaluation to determine whether or not they have made touchdowns (reached their goals).

B. Ask the students to answer the questions listed in Section E of Activity Sheet #4.

C. Have them discuss the experiences they had during the week, and let them tell how they felt about the outcome.

1. Ask how they felt when they made progress toward their goals.

2. Ask how they felt when they did not make any progress.

3. Ask if anyone helped them by their actions or their words.

4. Ask how important it is to strive to meet goals.

5. Ask how important it is to reach a goal.

6. Ask if there is ever a time when it would be better not to reach a goal, i.e., if they want something badly enough to cause others to be hurt or to cause themselves to do things they normally wouldn't do.

7. Ask what they might do now if they did not reach their goals this week.

8. Ask those who reached one goal if they would be willing to work toward another.

D. Stress that it is important for people continually to strive to meet goals - not only those dealing with their behaviors, but those dealing with their futures, etc. Explain that this goal setting and attaining can be an ongoing process; i.e., many times people have to work hard and try more than one way before they attain their goal. Stress that it is important to set realistic goals.

E. Place a check (✓) after their names on Evaluation Tabulation Form B, Column II Evaluation Sheet #4 Section B, P.O. #5 if they completed Section E successfully.

Resources & Materials	Notes
B. Activity Sheet #4	
E. Evaluation Tabulation Form B	

II. Give the students Activity Sheet #5. Ask them to look at the drawings and circle the child with whom they identify or the one who portrays themselves right now, and have them tell why.

Resources & Materials	Notes
II. Activity Sheet #5	

Reference Sheet #1

1. Observe that below is a list of suggested role-playing activities.
2. Cut out the suggestions on this page, and hand them out to individual students. (Give the students a behavior to role-play that they normally do not exhibit.)
3. Include any behaviors exhibited in the class which are not listed below.
4. Plan situations where students will be working in small groups. Have them include an exhibition of both positive and negative behaviors at the same time.

taps a pencil on the desk

whispers a great deal

gets into and out of a seat too often

pesters other students sitting near

works quietly

does not bother others

tries to be helpful

ignores others that are misbehaving

bangs the desk shut

follows directions immediately

messes with his/her hair a lot; i.e., twists it around the finger, combs it, chews on it

does not talk unkindly about others, especially when they are not present

trys to get others attention by making faces and acting silly

keeps desk clean

pouts

tries to include students that are usually left out; i.e., by playing games, by choosing sides, by sitting and visiting

crys about making a mistake; i.e., at the chalkboard or when the teacher tries to help

shows anger when the least little thing goes wrong; i.e., pencil breaks, can't do the work, not chosen to do something

laughs when other children make mistakes or are punished

always trys to pick a fight

tries to be cheerful or pleasant at all times

pushes and shoves to be first in line

tries to quietly settle arguments

is careless with materials; i.e., drops paper on the floor or leaves coat & boots out

is careless with the property of others

Activity Sheet #1

Name_____

Date_____

1. Complete Section A and B first.
2. Let your teacher explain to you how to do Section C and D.

A

Here are some behaviors that I have that I feel are good:

_____

_____

_____

_____

_____

_____

_____

B

Here are behaviors that I have that I would like to changeor improve.

_____

_____

_____

_____

_____

_____

_____

C

_____

_____

_____

_____

_____

_____

_____

D

_____

_____

_____

_____

_____

_____

_____

Activity Sheet #2

Name_____

Date_____

Below is a list of different behaviors. Put a check (✓) in the column that best describes you in each situation. When you have completed the chart, answer the questions at the bottom of the page.

	Most of the time	Some of the time	None of the time
I can control my temper			
I do not mind when I am not first			
I try to be cheerful			
I do not become upset if I do not get my way all the time			
I share willingly with others			
I enjoy seeing others being successful			
I treat others fairly			
I respect other people's rights and property			
I try to be helpful			
I do not give up when I make a mistake or have a problem			
I am careful with other people's property			

What behavior do you have the hardest time controlling?_____

_____

Why?_____

_____

Adapted from: "A Highway to Work and Play" series, McKnight Publishing Co., Chicago, IL. 1973.

Activity Sheet #3

Name_____

Date_____

GOALS

Everyone has goals, but they are not always easy to put into words. Sometimes they are like bubbles floating around over our heads. We can't quite reach them.

Below are some goals many people think are important when working or playing with others.

Check the sentences which describe how you might try to reach each goal.

A. Goal 1: to learn to communicate an idea

_____ Listen carefully when others speak

_____ Think about what you are going to say before you speak

_____ Always insist your own way is best

Goal 2: to get along with others playing in a group

_____ Co-operate when deciding what you will play

_____ Discuss problems you cannot handle with your teacher or parent

_____ Say things that will cause trouble

Goal 3: to finish a group project

_____ Do your part promptly and well

_____ Let others do their own part

_____ Know what you are supposed to do

B. Do you have a goal you would like to reach when you work or play with others?_____

What is your goal?_____

_____

C. How do you hope to reach it?_____

_____

Adapted from: "A Highway to Work and Play" series, McKnight Publishing Co., Chicago, IL., 1973.

Activity Sheet #4

Name_____

Date_____

A. What is your goal?_____

B. Why?_____

C. List two (2) ways you will try to reach your goal. Place a check (✓) by the plan you will try first.

1._____

2._____

D. Use the football field below to keep a daily record of the problems and the successes you have had.

50 yard line

Monday
40 yard line

Tuesady
30 yard line

Wednesday
20 yard line

Thursday
10 yard line

Firday

END ZONE Goal Post

E. Analyze your week:

1. Did you reach your goal?_____
2. What obstacles did you meet?_____
3. What successes did you have?_____
4. Try your next plan of action if you did not reach your goal. (Don't get discouraged. You're dong fine!)
5. Draw a football on this side of the goal post if you met your goal. (Good for you!!!)

Activity Sheet #5

Name_____

Date_____

Circle the child with whom you identify, or circle the one who portrays you right now in relationship to your goal.

Why did you choose this one?_____

_____